One of the conundrums of differentiated instruction involves robust literacy program vs. an activities based program. A recent study showed that teachers often mistakenly viewed a lesson as adequately differentiated as long as students were doing something related to the lesson with little concern of whether students were reaching established outcomes or practicing the emphasized skill. Tobin (2006) states that the robustness of a literacy program can be assessed by asking a couple of key question:

1. Are students’ literacy learning opportunities connected to my goals/outcomes?

2. Are these opportunities likely to result in meaning making ?